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ABSTRACT

This report examined four accountability measures for the Florida Community College System based on data from 1993-1998: (1) access, retention, and success; (2) performance of Associate of Art (AA) degree holders in the State University System (SUS); (3) success rate of students entering college preparatory courses; and (4) success of students in meeting the requirements of the College Level Academic Skills Test (CLAST). During the 5-year period, the percentage of White students declined from 61.42 to 57.18 percent, Black students increased from 15.41 to 17.74 percent, and Hispanic students increased from 19.98 to 21.44 percent. Retention rates ranged from 54 to 77 percent, depending on degree sought and ethnicity. Success rate, defined as the sum of graduation rate, the enrolled in good standing rate, and the left in good standing rate, ranged from 59 to 86 percent. More than 72 percent of transfers to the SUS who earned an AA degree achieved a grade point average of 2.50 or greater. The passing rate on the CLAST for students not requiring remediation ranged from 88 percent for mathematics to 94 percent for the essay. Passing rates for college preparatory students ranged from 66 percent for math to 83 percent for the essay. Tables include: (1) access and equity measure; (2) retention and success measure; (3) transfers to the SUS; (4) college preparatory success rate; and (5) CLAST performance. (RDG)

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1

ED 441 527

FLORIDA COMMUNITY COLLEGE SYSTEM

PUTTING MINDS TO WORK

Accountability in the Year 2000

Prepared by:

Office of Educational Effectiveness
And Research

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January 26, 2000

FLORIDA COMMUNITY COLLEGE SYSTEM

PUTTING MINDS TO WORK

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Accountability in the Year 2000

Introduction

Under Section 240.324 Florida Statues, the State Board of Community Colleges and the community college boards of trustees were to "develop and implement a plan to improve and evaluate the instructional and administrative efficiency and effectiveness of the State Community College System." Specifically, the law mandated that the plans address the following issues:

> (a) Graduation rates of AA (Associate in Arts) and AS (Associate in Science) degree-seeking students compared to first-time enrolled students seeking the associate degree;
> (b) Minority student enrollment and retention rates;
> (c) Student performance, including student performance rates on college-level academic skills tests, mean grade point averages for community college AA transfer students, and community college student performance on state licensure examinations;
> (d) Job placement rates of community college vocational students; and,
> (e) Student progress by admission status and program.

Five Accountability Measures were developed in response to the legislative issues. Measure one deals with access, retention, and success. Measure two deals with the performance of AA degree holders in the State University System (SUS). Measure three tracks the placement and licensure pass rates of vocational program completers and leavers. Measure four tracks the success rates of students entering any of the three College Preparatory areas. The final measure considers the success of students in meeting the requirements of the College Level Academic Skills Program (CLASP). This report will look at measures one, two, four and five. The results and conclusions are based upon the data contained in the Accountability reports published for 1993-94 through 1997-98.

Access and Equity

One of the primary goals of the Florida Community College System (FCCS) is to provide access to the first two years of postsecondary instruction, and to provide that access for all segments of society. The measure is displayed as a comparison between the ethnic distribution of a given public high school graduating class and the distribution of the students from that class who enrolled in the FCCS the following year.

Cohort

The cohort consists of two parts. Part one is all Florida public high school graduates for a given year. Part two is those graduates who enroll in the FCCS the following year.

Results

White students remained the major ethnic group of high school graduates during this five-year period. In spite of the increasing numbers of black and Hispanic students in the public school

system, their percentages of high school graduates were basically stable with blacks increasing from 20.34% to 21.18% and Hispanics from 12.28% to 14.80%.

More dramatic changes were seen in the percentages enrolling in the FCCS. The percent of white college enrollees declined from 61.42 to 57.18. Blacks increased from 15.41% to 17.74%. Hispanics increased also, but only from 19.98% to 21.44%.

Retention and Success

In order for students to take advantage of the opportunities provided by either an associate degree or certificate, that student must stay enrolled and be successfully earning credits toward the award. This measure provides information on how well institutions are retaining their students and how successful they are.

Cohort

The total cohort population was defined as those first-time-in-college (FTIC) award seeking students from the appropriate fall term who earned at least nine (PSAV) or eighteen (AA, AS) credit hours during the tracking period. The tracking period was for four years for degree seeking students and two for those seeking a certificate. Retention and success rates are a combination of other rates. Retention is defined as the sum of the graduation rate, the enrolled in good standing rate and the enrolled not in good standing rate. Success is defined as the sum of the graduation rate, the enrolled in good standing rate and the left in good standing rate. The graduation rate was based upon the number receiving an award. Good standing was based upon a Grade Point Average (GPA) of 2.00 or above, while not in good standing meant a GPA of less than 2.00. Left in good standing was based upon those students who had not graduated, were not enrolled at the end of the tracking period, and had a GPA of 2.00 at the time they were last enrolled.

Results

Associate in Arts Retention and Success

The percentage of AA degree seeking students earning degrees and/or still enrolled was fairly constant during this period. Hispanic students had the highest rate of almost seventy percent. Whites were next with sixty to sixty-two percent and blacks were third with fifty-four to fifty-five percent.

Success rates were higher than retention. White students lead this category with percentages ranging from seventy-four to eighty-six. Hispanics were second and the most stable with percentages between seventy-two and seventy-five. Black students had rates that ranged between fifty-nine and sixty-nine percent.

Associate in Science Retention and Success

Retention of Associate in Science students was slightly less than that of AA degree seekers. Hispanic students again lead with percentages between sixty-two and sixty-seven. Black and white students were very similar with blacks having a higher percentage some years and whites the other years. The white rate was between fifty-six and sixty-four, while the black rate varied from fifty-four to sixty-one.

As with the AA degree students, success rates were higher than retention rates for all groups of students. White students had the highest rate with Hispanics second and blacks third. This relationship was consistent for all five years. The rate for whites ranged from seventy-five to eighty-six percent. Hispanic students had between sixty-five and seventy-three percent and blacks were between sixty and sixty-eight percent.

Transfers to the State University System

The Associate in Arts or AA degree is viewed as a university parallel degree. The primary purpose is to provide the first two years of postsecondary instruction in such a way that the student can transfer to the State University System (SUS) and be successful. This measure indicates the performance of Associate in Arts degree students who transfer to the SUS.

Cohort

The cohort is limited to FCCS transfers who had earned the AA degree prior to transferring. The report is further limited to native students only and does not include students who transferred from other institutions prior to receiving the AA degree. The cohort is divided into those students who were college ready when they arrived on campus and those who needed some College Preparatory coursework to prepare them for college level courses.

Results

The number of native students earning the Associate in Arts degree and transferring to the SUS has remained constant over the five years included in this review. Almost ten thousand students have taken this path with two-thirds of them not requiring any College Preparatory course work and one-third needing some remedial help prior to taking college level work.

The percent of students achieving a GPA of 2.50 or more has gradually increased from 67.89% to 72.24%. Similar increases have occurred in both the College Preparatory and Non-College Preparatory students. The Non-College Preparatory students have increased their percentage from 68.05 to 72.65. The College Preparatory students have increased from 67.56% to 71.44%. The percentage of students with GPA's below 2.0, or the minimum required to remain in good standing, has declined from 12.78 to 10.96.

College Preparatory Success

College remedial course work in Florida is confined to the FCCS except for Florida A and M University. Because the FCCS is the primary provider of remediation through the College

Preparatory program, it is important to review how well students who enter those courses are able to complete their requirements so that they can begin regular college level work. Based upon the results of the Common Placement Test, students may require assistance in reading, writing or mathematics.

Cohort

This measure is based upon the entrance exam results for two groups of students. The first is the number of degree-seeking FTIC students. The second is prior year high school graduates who were dually enrolled in the FCCS while still in high school. This second group is not classified as FTIC because they bring college credit with them, but since they are actually at the beginning of their collegiate career, they are included in the cohort for this measure. Of these students, the report shows the number failing a portion of the test and enrolling in College Preparatory courses within two years of the exam. The report then displays the number and percent of the enrolled students who passed the highest level course within that same two-year period.

Results

The exit rates vary by area and by major ethnic group within areas. Mathematics continues to be the hardest area for students to successfully complete. Almost half the College Preparatory enrollments tracked for this measure were in this area. The overall exit rate for mathematics ranged from forty-two to forty-five percent. White students had both the largest number of students and the highest exit rates. Their rates were between forty-three and forty-eight percent. The exit rates for Hispanics fell into the same range as that of whites. Blacks had lower exit rates all five years with the actual values between thirty-four and forty percent.

Writing was the second most successful area with overall exit rates ranging from fifty-nine to sixty-five percent. Hispanics were the most successful ethnic group with rates between sixty-two and sixty-nine percent. Unfortunately, the rate has been steadily declining during this period. The rate for blacks declined for four years in a row, but increased in the fifth year. The values were between fifty-five and sixty-two percent. Whites had the most stable rate of the three groups, ranging form sixty to sixty-four percent.

The area exhibiting the most stable exit rates was reading. Overall, the rate was between sixty-one and sixty-four percent. Both white and black students had stable rates ranging from sixty-seven to seventy percent and from fifty-six to fifty-nine percent respectively. The rate for Hispanics varied the most, from fifty-five to sixty-three percent. In direct contrast to their writing results, the rate for reading was increasing.

CLAST

Beginning in 1982, Florida established a rising junior competency program known as the College Level Academic Skills Program (CLASP). The purpose of this program was to ensure that all students entering the upper division would have the skills necessary to be successful. The primary means of ensuring students had these skills was via the College Level Academic Skills Test (CLAST). Students are required to meet the requirements of CLASP prior to being awarded

an AA degree. Since 1996 (?) alternative methods of meeting CLASP, based upon SAT/ACT standardized tests scores or selected course work, have been in place. Since this measure is based upon the cumulative results for students who have earned 60 or more hours, some of these students may have meet the CLASP requirements via an alternative rather than the test.

Cohort

This measure displays the number of students tested and the percent awarded a passing score, for each CLAST subtest and for all subtests combined. The pool of students was all students, excluding transfers, who have obtained 60 or more college level credits earned at a particular institution. Only CLAST scores prior to September 1997 are included.

Results

The results of the CLAST are presented both by the four subtests areas of essay, mathematics, reading and language and by whether or not the student needed College Preparatory course work. As with the College Preparatory exit rates, the lowest success rate is for mathematics; and the spread among the four subtests appears to have grown larger over time. The overall passing rates for students who needed College Preparatory is more than twenty points less than that of students who were ready when they arrived on campus.

White students have the highest passing rates of the three major ethnic groups, but the spread is less for the prepared students than for those needing College Preparatory course work. Hispanics were consistently in second place, with blacks third. The overall percent of College Preparatory students passing the various subtests of the CLAST in 1998 ranged from 66.08 for mathematics to 83.36 for the essay. For prepared students the range was from 88.51 for mathematics to 94.02 for the essay.

Both overall and subtest performance appears to have declined in 1998 compared to prior years. However, caution must be used in comparing 1997 and 1998 due to the introduction of alternative methods of meeting the CLASP. The introduction of alternatives has led to a decline in the number of students taking the test, as seen in the drop in the total number tested between 1997 and 1998. Since the alternatives are based upon SAT/ACT test scores or course grades, students meeting the alternatives tend to be the better students in both groups. This means the poorer students are actually taking the test, and thus the passing rate appears to be declining. The only way to determine the current passing rate of students is to have data on both the test and the alternatives. The Division of Community Colleges has begun a data collection process that includes information on both, but that process was not in place during the time included in this review.

Conclusions

Individual Measures

The FCCS is enrolling prior year high school graduates in patterns that are similar to the ethnic distribution of the prior year's high school graduates. Of the major ethnic categories, the

proportion of Hispanics is far greater than would be expected based upon their proportion of high school graduates. This group comprises14.80% of high school graduates and 21.44% of college enrollees. The proportions of whites and blacks are less than would be expected. Whites are 61.04% of the high school graduates and 57.18% of the college enrollees, while blacks are 21.18% of the high school graduates and 17.74% of the college enrollees. The FCCS continues to provide the major entry point to postsecondary education for prior-year public school black and Hispanic students.

Success rates tend to be higher than retention rates for both the Associate in Arts and the Associate in Science degree students. Hispanic students have the highest retention rates and white students the highest success rates among the three major ethnic groups.

The FCCS continues to prepare AA degree students for success in the SUS. While the number of native students transferring has remained stable, the average GPA has increased by one tenth of a point. This increase in GPA has been accompanied by an increase in the percent of students with GPA's over 2.5 and a decrease in the percent of students with GPA's less then 2.0.

Approximately sixty percent of students enrolling in needed reading or writing College Preparatory course work successfully exit within two years. The exit rates for whites and Hispanics are higher than that of blacks. Mathematics remains the area of College Preparatory with the most students and the
lowest exit rate.

The CLASP requirement continues to be more of an obstacle for College Preparatory students than for those who were ready when they entered college. As with the College Preparatory exit rates, mathematics has the lowest pass rates for all groups of students. However, by the time students have earned 60 credits toward the degree, most are able to meet the requirement. The apparent decline in passing rate between 1997 and 1998 was due to the introduction of CLAST alternatives and not to a change in student preparation level. The 1999 Accountability process will have access to data on both the test and the alternatives.

Overall System

The Florida Community College System continues to provide the major entry point to postsecondary education for minority students, especially Hispanics. Preparation is the key to success. Students who arrive on campus ready to enter college level work tend to past CLAST at a higher rate. However, once a student has received the AA degree, former College Preparatory students do just as well in the SUS as those who were college ready.

Produced by the Office of Educational Services and Research, Division of Community Colleges
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Individual college data are available on campus as part of the Accountability Data Reports.
Institutional charts for each section of this report have been shared with the college's Reports Coordinator.

Access and Equity Measure
System Totals for Florida's Twenty-eight Community Colleges

Ethnic Category	Percent of High School Graduates					Percent of Community College Enrollees				
	1992-93	1993-94	1994-95	1995-96	1997-98	1992-93	1993-94	1994-95	1995-96	1997-98
Whites	64.80	63.66	62.66	62.14	61.04	61.42	60.95	59.25	58.91	57.18
Blacks	20.34	20.42	20.35	20.60	21.18	15.41	16.47	17.21	17.31	17.74
Hispanics	12.28	13.21	14.05	14.34	14.80	19.98	19.30	19.70	20.16	21.44
Asian or Pac Islrs	2.40	2.53	2.77	2.74	2.74	2.83	2.83	3.39	3.13	3.15
Amer Ind or Alskn	0.19	0.18	0.17	0.19	0.21	0.30	0.41	0.40	0.43	0.40
Other	0.00	0.00	0.00	0.00	0.03	0.05	0.05	0.05	0.06	0.08
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Source: Accountability Reports MIPI for 1994, 1995, 1996, 1997 and 1998

File: ALL Access and Equity System Totals 1998.xls, revised 12/16/99

Retention and Success Measure
System Totals for Florida's Twenty-eight Colleges

	1994			1995			1996			1997			1998		
	Cohort	Number	Percent	Cohort	Number	Percent	Cohort	Number	Percent	Cohort	Number	Percent	Cohort	Number	Percent
Retention															
Associate in Arts															
White	12,994	7,771	59.80	12,212	7,175	58.75	10,286	6,075	59.06	10,018	5,904	58.93	10,648	6,555	61.56
Black	1,919	1,033	53.83	2,083	1,107	53.14	1,928	1,062	55.08	1,822	1,001	54.94	1,883	1,045	55.50
Hispanic	3,267	2,284	69.91	3,109	2,055	66.10	3,132	2,136	68.20	3,225	2,255	69.92	3,111	2,163	69.53
TOTAL	18,761	11,459	61.08	17,954	10,669	59.42	15,888	9,599	60.42	15,678	9,560	60.98	16,318	10,201	62.51
Success															
Associate in Arts															
White	12,994	9,626	74.08	12,212	9,617	78.75	10,286	8,386	81.53	10,018	8,371	83.56	10,648	9,137	85.81
Black	1,919	1,135	59.15	2,083	1,323	63.51	1,928	1,254	65.04	1,822	1,225	67.23	1,883	1,295	68.77
Hispanic	3,267	2,342	71.69	3,109	2,255	72.53	3,132	2,342	74.78	3,225	2,400	74.42	3,111	2,283	73.38
TOTAL	18,761	13,555	72.25	17,954	13,639	75.97	15,888	12,447	78.34	15,678	12,527	79.90	16,318	13,308	81.55
Retention															
Associate in Science															
White	2,226	1,408	63.25	2,568	1,459	56.81	2,024	1,142	56.42	2,058	1,190	57.82	2,039	1,176	57.68
Black	583	355	60.89	643	347	53.97	588	358	60.88	600	350	58.33	603	350	58.04
Hispanic	482	307	63.69	544	336	61.76	521	348	66.79	568	366	64.44	559	368	65.83
TOTAL	3,389	2,137	63.06	3,870	2,208	57.05	3,222	1,905	59.12	3,334	1,970	59.09	3,325	1,975	59.40
Success															
Associate in Science															
White	2,226	1,674	75.20	2,568	2,017	78.54	2,024	1,689	83.45	2,058	1,782	86.59	2,039	1,760	86.32
Black	583	348	59.69	643	417	64.85	588	397	67.52	600	391	65.17	603	387	64.18
Hispanic	482	318	65.98	544	390	71.69	521	372	71.40	568	419	73.77	559	409	73.17
TOTAL	3,389	2,418	71.35	3,870	2,917	75.37	3,222	2,535	78.68	3,334	2,685	80.53	3,325	2,668	80.24

Source: Accountability Reports 1994, 1995, 1996, 1997 and 1998

File: ALL Retention and Success AA AS System Totals 1998.XLS, revised 12/7/99

Transfers to the State University System
System Totals of Florida's Twenty-eight Comunity Colleges

	1994	1995	1996	1997	1998
Total SYSTEM Transfers	9,616	9,733	8,974	8,789	9,748
GPA Percentages					
GPA < 2.0	12.78	12.33	11.82	11.30	10.96
2.0 < = GPA < 2.5	19.33	19.54	17.83	17.51	16.80
GPA > = 2.5	67.89	68.13	70.35	71.19	72.24
GPA > = 3.0	42.75	43.87	45.70	47.89	50.01
Mean GPA	2.77	2.79	2.83	2.85	2.88
Total NON-COLLEGE PREP Transfers	6,379	6,274	5,683	5,294	6,436
GPA Percentages					
GPA < 2.0	12.95	12.13	11.81	11.22	10.99
2.0 < = GPA < 2.5	19.00	18.87	17.68	17.02	16.36
GPA > = 2.5	68.05	69.00	70.51	71.76	72.65
GPA > = 3.0	42.95	44.02	46.47	48.41	50.28
Mean GPA	2.78	2.80	2.83	2.86	2.88
Total COLLEGE PREP Transfers	3,237	3,459	3,291	3,495	3,312
GPA Percentages					
GPA < 2.0	12.45	12.69	11.85	11.42	10.90
2.0 < = GPA < 2.5	19.99	20.76	18.08	18.25	17.66
GPA > = 2.5	67.56	66.55	70.07	70.33	71.44
GPA > = 3.0	42.35	43.60	44.36	47.10	49.49
Mean GPA	2.77	2.77	2.82	2.84	2.86

Source: Accountability Reports 1994, 1995, 1996, 1997 and 1998

ALL Doc Transfers to SUS System 1998 XLS, revised 12/27/99

College Preparatory Success Rate by Ethnicity
System Totals for Florida's Twenty-eight Community Colleges

	1993-94			1994-95			1995-96			1996-97			1997-98		
	N1	N2	Percent	N1	N2	Percent	N1	N2	Percent	N1	N2	Percent	N1	N2	Percent
Reading															
White	2,550	1,705	66.86	2,355	1,577	66.96	2,597	1,820	70.08	2,774	1,848	66.62	2,722	1,862	68.41
Black	2,084	1,236	59.31	2,249	1,254	55.76	2,199	1,240	56.39	2,598	1,496	57.58	2,614	1,538	58.84
Hispanic	1,519	839	55.23	1,819	1,076	59.15	2,006	1,231	61.37	1,996	1,189	59.57	1,998	1,267	63.41
Total*	6,428	3,958	61.57	6,685	4,091	61.20	7,123	4,494	63.09	7,710	4,767	61.83	7,655	4,888	63.85
Writing															
White	3,805	2,432	63.92	3,338	2,064	61.83	3,512	2,120	60.36	3,636	2,193	60.31	3,692	2,227	60.32
Black	2,157	1,347	62.45	2,307	1,366	59.21	2,205	1,246	56.51	2,552	1,395	54.66	2,500	1,400	56.00
Hispanic	1,530	1,060	69.28	1,808	1,220	67.48	1,935	1,247	64.44	1,861	1,176	63.19	1,975	1,218	61.67
Total*	7,791	5,041	64.70	7,738	4,822	62.32	7,986	4,814	60.28	8,382	4,967	59.26	8,473	5,041	59.49
Math															
White	7,969	3,803	47.72	7,094	3,094	43.61	7,868	3,422	43.49	8,054	3,790	47.06	7,345	3,405	46.36
Black	2,574	1,021	39.67	2,696	944	35.01	2,772	954	34.42	3,054	1,145	37.49	2,838	985	34.71
Hispanic	2,245	984	43.83	2,344	1,034	44.11	2,440	1,053	43.16	2,428	1,161	47.82	2,471	1,121	45.37
Total*	13,039	5,933	45.50	12,390	5,191	41.90	13,382	5,583	41.72	13,846	6,254	45.17	12,960	5,676	43.80

* The Total line includes Asians, American Indian and Other

Key: N1 = number enrolled any level
N2 = number passed highest level
Source: Accountabilty Reports for 1994 - 1998

CLAST Performance by Ethnicity
System Totals
(College Prep Page 1, Non-College Prep Page 2)

College Prep	1994 # Tested	1994 % Passed	1995 # Tested	1995 % Passed	1996 # Tested	1996 % Passed	1997 # Tested	1997 % Passed	1998 # Tested	1998 % Passed
Essay										
White	10,798	95.72	11,024	94.78	11,586	94.83	11,042	94.61	7,115	92.28
Black	2,949	80.74	3,081	79.23	3,302	78.44	3,315	77.16	2,868	73.01
Hispanic	4,916	81.24	4,642	81.54	4,878	81.34	4,924	80.69	4,136	78.55
TOTAL	19,429	88.81	19,596	88.07	20,664	87.86	20,254	86.90	14,708	83.36
Math										
White	10,800	83.09	11,010	82.03	11,571	81.56	11,145	79.58	7,778	74.71
Black	2,950	60.07	3,084	57.75	3,297	55.44	3,329	51.10	2,982	47.99
Hispanic	4,913	69.88	4,641	67.61	4,878	66.13	4,962	63.36	4,358	61.66
TOTAL	19,429	76.30	19,585	74.89	20,643	73.84	20,408	71.01	15,676	66.08
Reading										
White	10,803	88.36	11,028	88.92	11,592	90.30	11,049	89.07	7,116	85.81
Black	2,954	63.30	3,086	63.22	3,304	64.80	3,317	63.46	2,878	60.95
Hispanic	4,922	72.86	4,643	72.56	4,884	74.49	4,926	74.00	4,136	71.49
TOTAL	19,447	79.71	19,608	80.19	20,679	81.57	20,270	80.20	14,730	76.04
Language										
White	10,805	88.29	11,032	87.55	11,593	87.91	11,051	85.87	7,118	82.26
Black	2,952	68.22	3,085	67.59	3,304	66.71	3,319	63.54	2,871	60.57
Hispanic	4,922	71.35	4,644	71.90	4,885	72.16	4,925	70.62	4,138	68.17
TOTAL	19,447	80.32	19,612	80.10	20,681	80.27	20,272	77.93	14,718	73.56
Total										
White	10,790	73.88	11,002	73.41	11,559	73.30	10,937	71.11	6,874	64.72
Black	2,947	44.79	3,078	42.79	3,292	41.68	3,279	38.67	2,771	33.56
Hispanic	4,905	53.86	4,635	52.45	4,872	51.70	4,898	48.61	4,037	45.13
TOTAL	19,407	63.47	19,564	62.65	2,620	62.07	20,072	59.16	14,204	52.32

Source: Accountability Reports 1994, 1995, 1996, 1997 and 1998

File: ALL CLAST System Totals 1998.xls, revised 12/2/99

CLAST Performance by Ethnicity
System Totals
(College Prep Page 1, Non-College Prep Page 2)

Non-College Prep	1994 # Tested	1994 % Passed	1995 # Tested	1995 % Passed	1996 # Tested	1996 % Passed	1997 # Tested	1997 % Passed	1998 # Tested	1998 % Passed
Essay										
White	18,063	97.86	16,998	97.44	16,053	97.70	14,148	97.61	10,590	96.62
Black	1,656	91.91	1,614	90.58	1,611	90.19	1,459	89.24	1,394	87.59
Hispanic	4,115	93.71	3,789	93.38	3,792	93.49	3,518	92.89	3,103	90.72
TOTAL	24,491	96.58	23,095	96.06	22,201	96.25	19,841	95.93	15,792	94.02
Math										
White	18,063	94.29	16,999	94.41	16,048	94.87	14,324	94.12	11,367	91.21
Black	1,656	81.28	1,614	80.55	1,610	80.43	1,483	78.49	1,484	75.67
Hispanic	4,116	90.72	3,788	90.07	3,789	89.73	3,556	88.53	3,368	84.92
TOTAL	24,492	92.79	23,095	92.74	22,192	92.97	20,078	92.00	16,926	88.51
Reading										
White	18,065	95.63	17,005	96.38	16,058	96.79	14,158	96.58	10,618	94.62
Black	1,656	85.21	1,615	86.01	1,612	86.48	1,462	85.36	1,401	81.58
Hispanic	4,118	91.26	3,789	91.69	3,792	91.96	3,519	90.79	3,112	88.01
TOTAL	24,496	94.00	23,103	94.67	22,207	95.06	19,855	94.51	15,843	91.66
Language										
White	18,065	96.15	17,005	95.98	16,059	96.17	14,154	95.10	10,596	92.70
Black	1,656	87.44	1,615	87.80	1,612	85.67	1,461	84.33	1,396	81.02
Hispanic	4,119	90.99	3,791	91.59	3,792	91.27	3,520	89.46	3,103	86.27
TOTAL	24,497	94.54	23,105	94.52	22,208	94.44	19,851	93.16	15,799	90.06
Total										
White	18,057	88.81	16,992	89.31	16,039	90.05	14,066	88.57	10,326	83.91
Black	1,654	71.10	1,613	70.43	1,609	68.49	1,452	66.87	1,355	61.99
Hispanic	4,111	80.49	3,785	79.52	3,788	79.20	3,510	77.09	3,044	71.58
TOTAL	24,479	85.93	23,084	86.09	22,181	86.37	19,735	84.63	15,380	78.93

Source: Accountability Reports 1994, 1995, 1996, 1997 and 1998

File: ALL CLAST System Totals 1998.xls, revised 12/2/99